

**Experienced Teachers' Institute (FY 2010-2011)**  
**Strategies for the Struggling Reader: Diagnostics to Instruction**

**Lesson Plan Template**

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Program/County: Pike Co. Adult Education	Director: Judith Branham

Title: Algebra; Evaluating Algebraic Expressions	Content area: Vocabulary
Length of lesson: 45 min	NRS Level (s): 6
Standard(s)	

<p>Lesson Objectives</p> <p>Use words like “recall,” “define,” “explain,” “demonstrate,” “predict,” “compare,” “contrast,” “revise.” Refer to Bloom’s taxonomy</p>	At the end of this lesson, students will be able to:
	<u>Recall</u> glossary terms learned and/or reviewed during last class session.
	<u>Define</u> selected glossary terms from previous class sessions.
	<u>Explain</u> the relevance of knowing algebraic terms.
	<u>Demonstrate</u> knowledge algebraic expressions.
	<u>Identify</u> key information in text (word problems).
	<u>Solve</u> word problems in algebraic expressions

Assessing mastery of the objectives		I will know that the lesson has been effective when my students can answer the following essential questions:  What is the key information provided in each word problem?  Define the key glossary terms presented in today's lesson.	The means of assessment and check for understanding will be:  Students will pass the word problem quiz with minimum 80% accuracy.  Students will solve algebra word problems using the graphic organizer, without my assistance.
Pre-teaching	<ul style="list-style-type: none"><li>• How will I introduce the objectives?</li><li>• How I will make a connection between the content and my students and engage?</li><li>• How I will draw on prior knowledge?</li><li>• How will I provide purpose for using the strategy and reading the selected text?</li></ul>	Previous glossary terms will be reviewed.  A math word problem will be presented and glossary terms will be underlined.  Students will be asked the following questions and their responses will be noted.  What do you find difficult about math word problems?  How do you know what is key information?  Do you see any similarity between reading and math word problems?  <b>Say:</b> Let's think about the fairy tale <u>Goldilocks and the Three Bears</u> .  <b>Draw:</b> columns on the board. <b>List:</b> Characters, Setting, Problem, Solution in the left column.  <b>Ask students:</b> What do you remember about . . . ? Write their answers in the right column, across from the corresponding word in left column.  <b>Say:</b> Using this pattern / graphic organizer, let's look at some word problems.  <b>Then model:</b> problem #1, page 42 of <u>Number Power 3</u>	

Teaching	<p>Instruction/Modeling</p> <ul style="list-style-type: none"> <li>• How I will deliver the information so that students are engaged?</li> <li>• How will I describe the strategy, provide purpose, model it and or provide examples?</li> <li>• How will I introduce and engage students in the text?</li> </ul> <p>Guided Practice</p> <ul style="list-style-type: none"> <li>• How I will provide opportunities for students to practice in the classroom so I know they understand?</li> <li>• How will I make sure they are <i>“getting it”</i> during the lesson?</li> </ul>	<p><u>Number Power 3</u>, Page 42, Problem #1</p> <p>Character/ person / thing: Arnie</p> <p>Setting / situation: milestone</p> <p>Problem: How much has Arnie grown?</p> <p>Solution: c. h+ 144</p> <p><b>Guided Practice:</b></p> <p>Students will work together to solve problem #2</p> <p>Answer will be checked.</p> <p>Students will complete the remaining word problems on their own.</p> <p>Then answers will be checked.</p> <p>Students will give feedback concerning activity.</p> <p>Question / answer session time will take place.</p> <p>Clarification will be addressed, if needed.</p>
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	<p>Independent Practice</p> <ul style="list-style-type: none"> <li>How I will help students extend what they learned so they can do it without my help?</li> </ul>	<p>Students will complete assigned ITTs online assignments as homework.</p> <p>Students will make own graphic organizer to aide in solving algebra word problems.</p>
Post-teaching	<ul style="list-style-type: none"> <li>How I will check for understanding?</li> <li>How I will bring closure &amp; provide opportunities for reflection?</li> </ul>	<p>I will check for understanding through class participation and by final quiz outcomes.</p> <p>Students will be expected to answer the following questions:</p> <p style="padding-left: 40px;">What did I learn?</p> <p style="padding-left: 40px;">How will this be applied?</p> <p style="padding-left: 40px;">Did I find the graphic organizer useful? Explain your answer.</p> <p style="padding-left: 40px;">Will I use it in the future? Explain.</p>
Text and Materials	<ul style="list-style-type: none"> <li>Authentic</li> <li>Based on students interests and goals</li> </ul>	<p><u>Number Power 3</u> by Contemporary Publishing</p> <p>Glossary, pages 211 – 214</p> <p>Text book quiz, page 50-51</p> <p>Selected word problems from pages 42-49</p>
How learning can be extended at home?		<p>Students will be expected to learn and apply terms from Glossary pages as assigned and be prepared for quiz at next class session.</p>

Key vocabulary	First, second and third pages of Glossary Handout.
Use of technology (if appropriate)	n/a